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ABSTRACT

Experiential Learning graduate credits are awarded to students enrolled in the Institute for Personal and Career Development (IPCD) graduate programs for knowledge acquired from on-the-job training, on-the-job experiences, non-university workshops, other vocation-related experiences, or avocational achievemnts. These experiences and achievements are evaluated by an ICPD faculty team and translated into special course titles. Credit is determined by the applicability and depth of the experience, and is limited to 10 credit hours. This application for credit consists of nine sections: (1) current personal and professional information; (2) educational information, including past undergraduate and graduate courses and the degree currently being sought: (3) competencies required for degree programs in Management and Supervision, Community Leadership, and Education; (4) learning from work experiences; (5) learning from training experiences; (6) other experiential learning; (7) signatures of applicant and notary public; (8) verification from an employer or a responsible member of the community who knows the applicant; and (9) records of the credit awarded. Complete instructions for completing the application, and all necessary forms are included. (BW)

****
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ED154039

APPLICATION FOR GRADUATE EXPERIENTIAL LEARNING CREDIT

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CENTRAL MICHIGAN UNIVERSITY
Institute for Personal and Career Development
Mt. Pleasant, MI 48859

IPCD Form #201a/1-77

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PREFACE

This packet has been prepared to help you present your career/life experiential learning for evaluation and translation into academic credit. Please be certain all material is included. You should find:

instructions for completion of the application
forms for recording each type of learning experience
a notebook to hold the entire packet
an identification label for the notebook
a padded mailing bag for mailing the completed application
a mailing label.

When the application is complete, please insert all material in the notebook, print your name and program center on the small white label, attach a check or money order for $20.00 to the first page in the notebook, insert the packet in the mailing bag, and mail to:

Director/Experiential Learning
Institute for Personal and Career Development
Central Michigan University
Rowe Hall
Mt. Pleasant, MI 48859

IPCD recommends that the packet be sent by certified mail, return receipt requested. You should keep one copy of all materials submitted.

Please type or print all information.

Slide-tape presentations of completed experiential learning packets are available in some program centers. Please check with your advisor for availability in your area.

Your advisor is available to answer questions and to help you prepare this application packet.

Central Michigan University is a nondiscriminatory educational institution and employer.

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INSTRUCTION FOR PREPARING THE
APPLICATION FOR GRADUATE
EXPERIENTIAL LEARNING CREDIT

Experiential Learning (E.L.) graduate credits are awarded to students enrolled in IPCD graduate programs for knowledge acquired from personal and professional experiences. This knowledge might be gained from on-the-job training, from on-the-job experiences, from non-university workshops, from other vocation-related experiences, or from avocational achievements. After appropriate evaluation by an IPCD team of CMU faculty, these experiences and achievements are translated into special course titles. Credit is determined by the applicability of the experience to the graduate program and by the depth of the experience.

E.L. credit is limited to 10 credit hours for graduate students and the average award is usually 5 or 6 credit hours. You must be aware that the credit awarded depends solely on the depth (i.e., duration of experience, continuity of duties, etc.) and quality of your experiences and training. As this application will be the only exposure an evaluator has to your experiential learning, you must be certain that all relevant experiences are included and presented in a manner which relates your experiences to the learning gleaned from these experiences.

You should be able to relate the learning to competencies required for your degree program.

All experiences must be documented and the completed application must be notarized.

Although the E.L. team determines the amount and title of E.L. credits you may be awarded, actual distribution of the credits within your program is the prerogative of your advisor. Your advisor determines how many of the E.L. credits are applicable to your program and for which competencies they will apply.

As a general rule, only work experiences and training sessions completed after your undergraduate degree has been completed and during the seven years preceding application will be considered for Experiential Learning evaluation for graduate programs. Exceptions to this general rule will be considered only for:

1. work experiences which are unrelated to your undergraduate degree;

2. advanced work experiences of an exceptional nature which go beyond competencies normally gained in ar undergraduate degree program.

ELIGIBILITY

The Experiential Learning evaluation process is available to all IPCD graduate students.

Your "Application for Graduate Experiential Learning Credit" should be received in the IPCD home office (Central Michigan University campus, Mt. Pleasant) within four months (120 days) of your admission to IPCD. [You will receive a letter from Mt. Pleasant confirming your admission status. The date on that letter is the date of your "official" admission to IPCD.]

NOTE: If your experiences are to be considered for application toward graduation requirements, the E.L. application will not be accepted after you have applied for graduation.

GENERAL INSTRUCTIONS:

Please read all instructions carefully since omission of some material may result in your application being returned for additional information. If your application is considered "complete" for evaluation purposes, the E.L. evaluators will not contact you for clarification of specific details. Although organization of material is not a criterion for granting credit, a well-organized presentation of your supporting documentation will eliminate the possibility of the evaluation committee's overlooking material or not being able to correlate it with the entries on this application. It is imperative that you carefully document each experience entered on the application since in most instances the quality of the documentation will determine if and how much credit may be granted.

Neither this form nor the documentation included will be returned. Therefore, you should submit a copy of certificates, letters, etc., not the original.

Graduate Program

Since a graduate program is shorter than an undergraduate program and has as its objective the development of competencies in a specific area(s) of study, your evaluation will be based more on the depth of experience directly or very closely related to your field of study rather than on the breadth of your experience. For example, it is not recommended that you spend time documenting your abilities as a musician if you are concentrating in Industrial Management.

DIRECTIONS FOR PARTS I AND II:

You are required to complete Parts I and II in their entirety (p. 7). Part I requests current personal and professional information.

Part II requests educational information. You must include (1) the name of the degree option and concentration(s) sought, (2) information requested for any undergraduate degree received, (3) information requested for any graduate degree completed, and (4) information requested for all graduate courses completed from an institution of higher education other than Central Michigan University. Do not list graduate courses applied toward a previous graduate degree. [Courses completed with approved graduate institutions may be eligible for transfer to your program. You should consult with your advisor about

completion of a Graduate Transfer Credit Request.]

If you hold more than one undergraduate or graduate degree, or need additional space to list courses, please use the back of the page and write "OVER" on the bottom of page 7.

IMPORTANT: One copy of a transcript from the baccalaureate-degree awarding institution and from all graduate schools attended must accompany this application. You may submit personal transcripts--none will be returned.

No E.L. application will be evaluated unless accompanied by the appropriate transcript(s) and by the date of receipt of the baccalaureate degree.

PART III COMPETENCIES

You are expected to relate your experiential learning to the competencies required for your degree program. Credit will be awarded for learning gleaned from an experience, not for the experience itself.

The competencies listed in this section (pp. 11-15) encompass the graduate programs in Management and Supervision, in Community Leadership, and in Education. They are intended to be used to identify learning from work and personal experiences. Training experiences will be evaluated and identified by the criteria suggested in Part V.

Representative E.L. titles identified may apply to one or more graduate programs. For example, Student Assessment (Directing, p. 14) is applicable to Education, while Budgeting (Planning, p. 13) is applicable to Management and Supervision, Community Leadership, and Education.

The list of competencies is not intended to identify all competencies credible for the three programs listed, but is designed to provide you with representative titles and representative examples of evidence of attainment of a specific competency.

When you prepare this E.L. application, you should consider competencies learned and their appropriateness for your graduate program.

You may benefit from discussing this section with your advisor.

PART IV LEARNING FROM WORK EXPERIENCES

You are to use this part of the form (p. 17) to list your work experiences. Include beginning and ending dates of employment, exact title of the position held, and name and address of your employer. You should also state the name, title, and address (if different from the employer listed) of a person who could provide information concerning your employment (e.g., supervisor, personnel officer, etc.). Indicate and explain the highest rating, classification or rank you have held with each employer. In the absence of official classifications, you

may include your highest salary in the position.

If you need additional pages for this section, please replicate the form on plain, white paper.

Documentation: The Evaluation Committee is interested in knowing as much about your experiences as possible. The following is a representative list of possible documentation: job descriptions, awards, letters of commendation or congratulation for high performance, evidence of promotion, samples of work produced, evidence of suggestions adopted, explanation of tasks performed, explanation of ranking, rating or classification system, etc.

Other types of documentation may best represent the learning from your work experiences. You must be certain that each work experience is documented.

If you believe that your position or profession cannot be adequately described in the above format, describe your position and functions in Part VI, "Other Experiential Learning." Examples may include: community organizer, owner of a private enterprise, member of a research committee, volunteer work, service on boards or committees, etc.

PART V LEARNING FROM TRAINING EXPERIENCES

This section (p. 33) is provided for you to list non-academically accredited and non-transferable training experiences which you have completed. Such training experiences may include courses or programs offered by federal or state Civil Service Commissions; the military; private organizations (e.g., the American Management Association, the American Marketing Association, the American Society for Medical Technology); private companies (e.g., IBM, Control Data, RCA); "in-house" training by organizations, companies, or governmental agencies; apprenticeship training; workshops, seminars, or conferences; etc.

If you need additional pages for this section, please replicate the form on plain, white paper.

Documentation: You must document and/or verify each training experience. You should supply evidence of completion or attendance, copy(s) of license or certification resulting from training sessions, and/or letters from the organization or school. You should also include course descriptions, syllabi or outlines, amount of preparation and amounts and types of assignments required, and other relevant information in the documentation of the training session.

PART VI OTHER EXPERIENTIAL LEARNING

This section (p.49) provides you the opportunity to present information about learning experiences which are not included in Parts IV and V. Such experiences may include volunteer or civic work, special abilities which you developed on your own, ownership of a private enterprise, publications or unpublished writings, and work experience which does not fit the format of Part IV.

If you need additional pages for this section, please replicate the form on plain, white paper.

Documentation: Documentation may include any of the following: copies of publications or writings, newspaper articles describing your proficiency, descriptions of your work with volunteer groups, letters of commendation or recognition, descriptions of your vocation (if not entered in Part IV), verification by others of your functions and performance, etc.

PART VII APPLICANT'S SIGNATURE BLOCK

You are required to read the cautionary statement in Part VII (p. 53) and sign the form in the presence of a Notary Public attesting to the fact that you have done so. Space is provided for the Notary's signature.

PART VIII VERIFICATION

When the "Application for Graduate Experiential Learning Credit" is complete and all documentation is included, you are to forward the packet to a "verifier" for completion of Part VIII (p. 53). Verification is required from your employer, your supervisor, or a responsible member of your community who knows you well (educator, public official, etc.). The address and phone number of the verifier must be included.

When Part VIII has been completed, forward your application to:

Director/Experiential Learning
Institute for Personal
and Career Development
Rowe Hall
Central Michigan University
Mt. Pleasant, MI 48859

PART IX CREDIT AWARDED AND APPEALS

Graduate credit for experiential learning is limited to 10 credit hours. Because E.L. credit awarded depends solely on the depth and quality of your experiences and training, the average E.L. credit awarded is usually less than 10 credit hours.

If you feel the credit awarded for experiential learning does not accurately reflect the learning documented in this application, you may appeal for reconsideration and a second evaluation will be made. You must state specifically your reasons for appealing the E.L. decision. An appeal must be filed within six weeks of the date of the IPCD letter notifying you of the amount of credit awarded.

As the original evaluators carefully review each application, appeals seldom result in additional credit being awarded. Therefore, unless you feel evaluator oversight or error has resulted in an erroneous credit decision, you should not consider appealing the decision.

Reevaluations may result in more or less credit being awarded.

ADDITIONAL EXPERIENTIAL LEARNING

If during your program you complete additional learning experiences which you feel are eligible for experiential learning credit, you may submit these new experiences for evaluation. You should submit a cover letter explaining that you are submitting a supplement to your application. The letter should contain your social security number, your program center, your degree and option, the approximate date of the original evaluation, and (if appropriate) any change in your name.

If you need additional portions of the form, please replicate the appropriate section on plain, white paper. You should confer with your advisor for additional instructions.

When you submit material for "additional" evaluation, you are not requesting a "reevaluation" and cannot lose credit already awarded.

FEES

Fees for the Experiential Learning program are included in the current IPCD Bulletin. Fees paid for Experiential Learning are not refundable.

A $5.00 deposit will be required when you receive the application packet and the $20.00 balance must be submitted with the completed application. No application will be evaluated until the appropriate fees have been paid.

PART I - PERSONAL INFORMATION

Social Security Number ___/___/____

NAME: _____ EMPLOYER: _____

ADDRESS: _____ ADDRESS: _____

_____ _____

TELEPHONE: ( ) _____ TELEPHONE: ( ) _____
Area Code Area Code

PART II - EDUCATIONAL BACKGROUND/DEGREE PROGRAM SOUGHT

Degree Option Sought: _____

Concentration(s): _____

Center: _____ Advisor: _____

- -

*Undergraduate Degree _____ Major _____ Minor _____

University/College _____ Date Awarded _____

- -

*Graduate Degree _____ Major Area _____ Support Area _____

University/College _____ Date Awarded _____

- -

*Additional Graduate Work Completed, other than from Central Michigan University. (Specify courses by title and indicate semester or quarter hours credit.)

Title	Credit Hours	Institution	Date(s)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IMPORTANT: *Transcripts (one copy) for undergraduate and graduate work are required.

APPLICANT'S TABLE OF CONTENTS

You should use this page and the back of this page to prepare a Table of Contents which briefly outlines all information included in parts IV, V, and VI. This page should preface all material submitted. You should provide the title of the experience, the dates involved and a brief summary of the competency(s) learned. Once again, you must be certain each experience is documented.

PART III - COMPETENCIES

This section is intended to help you identify competencies learned from your work and personal experiences. It is not intended to describe competencies gained through class and training sessions.

This section is not intended to serve as a model or as an exclusive list. You should feel free to include other competencies or to modify the list to reflect your own experiences.

When presenting your learning experiences for evaluation, it is important to distinguish between the functions and the techniques of your duties. Functions could be described as the characteristic duties of a manager/supervisor (i.e., planning, organizing, staffing, directing, etc.), while techniques refer to the means by which these functions are implemented (i.e., budgeting, cost analysis, personnel counseling, communication, etc.).

It may be helpful to distinguish between the terms management, administration and leadership, although these terms are not mutually exclusive.

Management is often defined as "getting things done through and with people" and includes the five functions of planning, organizing, staffing, directing and controlling.

Administration suggests the maintenance of a going concern with little actual change in the key elements of organization, procedures, policies, resources, etc.

Leadership suggests a short-run activity, influencing others, e.g., the art of inducing subordinates to accomplish their assignments.

It may also be helpful to distinguish between the external and the internal functions of your work experiences. The internal functions would include the traditional planning, organizing, staffing, directing, and controlling, while external functions would encompass a manager/supervisor's relationship to the government, unions, clients, consumers, community organizations, etc.

Please remember that all learning experiences must be documented.

Use of Competency Section

The first column: "Competencies," is intended to serve as a "mind jogger." The list of competencies as job functions should help you categorize your learning experiences in terms of the functions performed. It should also help you think of other functions of your job.

You should describe your job functions in terms similar to those listed in the third column: "Representative evidence of attaining competency." For example, if you are in a personnel position and wish to submit for

evaluation learning from staffing experiences (#3, page 14), you might be able to define your duties as:

Selection of Personnel: designed interviewing procedures, hired employees (give approximate figure here as to the number of persons hired), evaluated employee performance, etc.

Then for each statement of "evidence" you should explain the specific duties involved and the results of your efforts. For example, for "designed interviewing procedures," you might wish to describe the current procedures, contrast those procedures with former procedures, explain why your procedures are effective--do they meet equal opportunity principles, are they economically an improvement, etc.

Remember, the list is <u>not</u> all-inclusive. You should discuss your learning in terms of your <u>own</u> experiences.

Based on your description of your duties, the Experiential Learning evaluation team will award credit in terms similar to the "Representative E.L. titles" listed in the second column.

Please do not try to discuss your learning experiences in terms of the E.L. titles listed. If you do describe your experiential learning by E.L. title rather than by function, you should realize that the Experiential Learning team still decides whether credit for a specific title is justified and you should not expect credit in terms of a specific title merely because you use the term in your application.

Competencies to perform the following functions of business, government affairs, and education:	Representative E.L. titles derived from experiential learning	Representative evidence of attaining competency
INTERNAL TO THE ORGANIZATION		
I. *Planning:*	Financial planning Budgeting Systems development Strategic planning Procedure writing Production planning Administrative planning Business policy Personnel policy Long-range planning Product planning Sales planning and policy Manufacturing planning Investment policy Management techniques Forecasting Land-use planning Program development conomic analysis Cost analysis Operations research Quantitative methods for decision making Financial management Profitability analysis Price analysis Implementation Design Adjudication Public relations planning Human relations planning Instructional techniques Speech preparation Visual aid construction Contract planning Acquisition management Social programming Curriculum development Inventory management Time management Objective writing Career programming Goal development Marketing management Production management Risk analysis Systems analysis Data analysis Data selection Facility planning Systems design Data-base planning Forms design Work-flow planning	Participates in policy making Establishes personnel policy Prepares economic forecasts Designs accounting systems Conducts economic research Uses operations research techniques Analyzes cost behavior Environmental review after initial planning Develops lesson plans and course outlines Develops public relations programs Prepares speeches Designs innovative curricula Develops procedures for classroom management
- Establishing objectives, policies, strategies, procedures, rules, programs, budgets		
- Decision making		
- Data collection		
- Data dissemination		
- Establishing constraints for other decision makers		
- Conflict resolution		

Competencies to perform the following functions of business, government affairs, and education:	Representative E.L. titles derived from experiential learning	Representative evidence of attaining competency
2. Organizing: - Establishing organization structure - Setting formal authority patterns - Establishing communication networks - Designing workflows - Designing appeal systems	Organizational behavior Organization theory Coalition formation Behavioral goal setting Environmental design Learning theory Instructional strategies Textbook selection Inventory preparation Program development Public policy making	Designs organization structure Facilitates organizing efforts Develops criteria for textbook selection Organizes procedures for policy development
3. Staffing: - Selection of personnel - Appraisal of personnel - Development of personnel	Personnel management Employee relations Labor-management relations Wage and salary administration Labor law Industrial relations Human relations Executive development Employee training Employee compensation Employee recruiting Performance measurement Performance testing Personnel counseling School law School finance Negotiations Educator development Inservice programming Staff evaluation Interviewing techniques Educational administration Leadership training Staff orientation Supervisory techniques Affirmative action	Hires employe s Conducts employee training programs Evaluates employee performance Develops inservice programs Designs interviewing procedures
4. Directing: - Motivation - Communication - Leadership - Supervision	Human behavior Leadership techniques Communication Research Report writing Public speaking Employee motivation Employee communications Information systems Communication theory Executive action Supervision Instruction Publications Proposal writing Supervisory techniques Quality control programming Communication techniques Student rights and responsibilities Student assessment Coordination Word processing Staff relations	Writes reports Edits newsletter Delivers speeches Teaches classes Supervises employees Provides leadership Develops programs for quality control

Competencies to perform the following functions of business, government affairs, and education:	Representative E.L. titles derived from experiential learning	Representative evidence of attaining competency
5. Controlling:	Performance measurement	Conducts audits
- Measuring	Budgeting	Prepares performance reports
- Reviewing	Performance reporting	Analyzes performance reports
- Reporting	Evaluation research	Reviews budget reports
- Regulating	Rule making	Establishes work standards
	Financial control	Monitors classroom inventory
	Production control	
	Quality control	
	Cost control	
	Auditing	
	Information systems	
	Data processing	
	Program budgeting	
	Accounting	
	Cost accounting	
	Quantitative methods	
	Statistics	
	Operations research	
	Inventory control	
	Non-quantitative analysis	
	Classroom inventory	
	Marketing control	
	Performance reviews	
	Systems analysis	
	Work-flow measurement	
EXTERNAL TO THE ORGANIZATION:		
1. Governmental relations	Legislation	Contacts public officials
	Lobbying	Organizes electoral activities
	Campaigning	
	Community services	
	Regulatory relations	
2. Client/consumer relations	Advertising	Conducts media promotion
	Marketing	Presents merchandise to purchasers
	Sales	Provides governmental assistance
	Human services	
	Youth activities	
	Recreation services	
	Client counseling	
	Public relations	
	Supplier relations	
3. Community relations	Union relations	Works with unions, and other groups--
	Professional group relations	their officials or their members
	Industrial group relations	

PART IV LEARNING FROM WORK EXPERIENCES

IV-1.

Instructions: Use the allotted page and back of the page to describe each work experience and the resulting competencies. Any supporting documentation should be identified with a short title and placed in the notebook behind the appropriate sheet. Begin with the most recent work experiences.

<table>
<tr><td>Dates of Employment (month, year)
From: To:</td><td>Exact Title of Position</td><td>Rank or Class</td></tr>
<tr><td colspan="2">Name and Title of Immediate Supervisor</td><td rowspan="2">Name of Employer (firm, organization, etc.) and address, including zip code</td></tr>
<tr><td colspan="2">Address of Supervisor</td></tr>
</table>

PART IV LEARNING FROM WORK EXPERIENCES
(Cont'd.)

IV-2.

<table>
<tr><td>Dates of Employment (month, year)
From: To:</td><td>Exact Title of Position</td><td>Rank or Class</td></tr>
<tr><td colspan="2">Name and Title of Immediate Supervisor</td><td rowspan="2">Name of Employer (firm, organization, etc.) and address, including zip code</td></tr>
<tr><td colspan="2">Address of Supervisor</td></tr>
</table>

PART IV LEARNING FROM WORK EXPERIENCES
(Cont'd.)

IV-3.

Dates of Employment (month, year) From: To:	Exact Title of Position	Rank or Class
Name and Title of Immediate Supervisor	Name of Employer (firm, organization, etc.) and address, including zip code	
Address of Supervisor		

PART IV LEARNING FROM WORK EXPERIENCES
(Cont'd.)

IV-4.

Dates of Employment (month, year) From: To:	Exact Title of Position	Rank or Class
Name and Title of Immediate Supervisor	Name of Employer (firm, organization, etc.) and address, including zip code	
Address of Supervisor		

PART IV LEARNING FROM WORK EXPERIENCES
(Cont'd.)

IV-5

Dates of Employment (month, year) From: To:	Exact Title of Position	Rank or Class

Name and Title of Immediate Supervisor	Name of Employer (firm, organization, etc.) and address, including zip code
Address of Supervisor	

PART IV LEARNING FROM WORK EXPERIENCES
(Cont'd.)

IV-6.

<table>
<tr><td>Dates of Employment (month, year)
From: To:</td><td>Exact Title of Position</td><td>Rank or Class</td></tr>
<tr><td colspan="2">Name and Title of Immediate Supervisor</td><td rowspan="2">Name of Employer (firm, organization, etc.) and address, including zip code</td></tr>
<tr><td colspan="2">Address of Supervisor</td></tr>
</table>

PART IV LEARNING FROM WORK EXPERIENCES
(Cont'd.)

IV-7.

Dates of Employment (month, year) From: To:	Exact Title of Position	Rank or Class
Name and Title of Immediate Supervisor	Name of Employer (firm, organization, etc.) and address, including zip code	
Address of Supervisor		

PART IV LEARNING FROM WORK EXPERIENCES
(Cont'd.)

IV-8.

Dates of Employment (month, year) From: To:	Exact Title of Position	Rank or Class
Name and Title of Immediate Supervisor	Name of Employer (firm, organization, etc.) and address, including zip code	
Address of Supervisor		

PART V LEARNING FROM TRAINING EXPERIENCES

V-1.

Instructions: Use the allotted one page and back of the page to describe each training experience and the resulting competencies. Any supporting documentation provided should be identified with a short title and placed in the notebook behind the appropriate sheet. Begin with the most recent training experience.

Title of Session	Sponsor*	Dates From: To:	Clock Hours**

*Please include the name of the institution or organization providing instruction/ certification for the course, even though your employer or particular organization may have "sponsored" you by providing payment or facilities for instruction.

**Hours spent in class.

PART V LEARNING FROM TRAINING EXPERIENCES
(Cont'd.)

V-2.

Title of Session	Sponsor	Dates From: To:	Clock Hours

PART V LEARNING FROM TRAINING EXPERIENCES
(Cont'd.)

V-3.

Title of Session	Sponsor	Dates From: To:	Clock Hours

PART V LEARNING FROM TRAINING EXPERIENCES
(Cont'd.)

V-4.

Title of Session	Sponsor	Dates From: To:	Clock Hours

PART V LEARNING FROM TRAINING EXPERIENCES
(Cont'd.)

V-5.

Title of Session	Sponsor	Dates From: To:	Clock Hours

PART V LEARNING FROM TRAINING EXPERIENCES
(Cont'd.)

V-6.

Title of Session	Sponsor	Dates From: To:	Clock Hours

PART V LEARNING FROM TRAINING EXPERIENCES (Cont'd.)

V-7.

Title of Session	Sponsor	Dates From: To:	Clock Hours

PART V LEARNING FROM TRAINING EXPERIENCES
(Cont'd.)

V-8.

Title of Session	Sponsor	Dates From: To:	Clock Hours

PART VI OTHER EXPERIENTIAL LEARNING

This part may be completed if you desire to provide a more complete description of life experiences appropriate for your degree. (Refer to the instructions for what is "appropriate.") Use the allotted two pages and backs of the pages to explain each "Other Experiential Learning" and the resulting competencies. Any supporting documentation provided should be identified with a short title and placed behind the appropriate sheet. Begin with the most recent experience.

PART VI OTHER EXPERIENTIAL LEARNING
(Cont'd.)

PART VII - APPLICANT'S SIGNATURE BLOCK

I hereby acknowledge that the information submitted herewith is true and correct. Willful failure to give accurate information is considered adequate grounds for dismissal from Central Michigan University or for revocation of a degree granted by Central Michigan University as a result of falsified information.

_____ _____
Signature Date

State of _____ } s.s.
County of _____ }

I _____, a Notary Public, hereby certify that the individual whose signature appears above appeared before me on this date, who being first duly sworn, stated that the information given herein and attached hereto is true and that failure to give accurate information is adequate grounds for dismissal from Central Michigan University or for revocation of a degree granted by Central Michigan University as a result of falsified information.

My Commission Expires: _____
Signature

_____ Notary Public_____ County
Date

_____ State

PART VIII - VERIFICATION

I have reviewed the above application and to the best of my knowledge the information presented herein presents an accurate description of the applicant's experiences.

Name: _____ Phone at which you may be reached during business hours:_____

Address:_____

_____

Relationship to Applicant:

_____

Length of Relationship:_____ _____
Signature